



*Old Dominion University Interdisciplinary
ELEMENTARY SCHOOL
Teacher Preparation Model*

*Submitted to the
Virginia Department of Education, 2005*

Executive Summary

What is “It Takes a Campus”? *It Takes a Campus* is the name of a five-year, elementary teacher preparation program at Old Dominion University comprised of a Bachelor of Science in Interdisciplinary Studies and a fifth-year Master of Science degree in Elementary Education, Early Childhood Education, or Special Education. *It Takes a Campus* because no single department within a college or university can effectively prepare highly qualified teachers alone. It takes the efforts of faculty and administrators across disciplinary territory, and friendly collaboration in the preparation of professional educators is the essence of this model.

While the *It Takes a Campus* grant was launched in 2004 with the support of the Virginia Department of Education, our curriculum and program model is the culmination of years of fine-tuning by ODU faculty and administrators. This content-rich, interdisciplinary, elementary teacher preparation program is rigorous, yet flexible. Course selections reflect, meet, and exceed the VDOE teacher licensure guidelines and Standards of Learning (SOLs), the NCATE accreditation standards, the No Child Left Behind (NCLB) Act of 2001, and Old Dominion University’s unique mission as a state institution in an urban environment committed to valuing diversity and reaching out through our distance learning networks, in addition to pursuing knowledge, research, and high quality teaching.¹

Thus, for over a decade, *Old Dominion University has not offered a bachelor’s degree in “elementary educa!Unexpected End of Formulation” – rather, we offer a content-driven “Interdisciplinary Studies – Teacher Preparation” degree* that leads to

¹ Further discussion and support for developing and supporting interdisciplinary elementary teacher preparation curricula/programs will be the focus of the VDOE TQE Summit scheduled for September 22-23, 2005 at the Constant Convocation Center, Norfolk, Va. Website:

completion of all licensure requirements in the fifth-year graduate degrees in the Darden College of Education. The completers of this five-year, interdisciplinary, bachelor's degree plus master's degree program earn post-graduate professional teaching licensure in the Commonwealth of Virginia and are in high demand by school divisions both within Virginia and in surrounding states. In addition, their mean score on the PRAXIS II Test #0014 (Elementary Education Content Knowledge) is a 173, exceeding the state minimum passing score of 143 by 30 points; in the last academic year, four (4) of the 111 teacher candidates who earned *perfect* scores on this PRAXIS II exam were graduates of the five-year program. Finally, two five-year program completers were designated "meritorious teacher candidates" by the VDOE in 2003-04, two more received this laudable designation in 2004-05, and the University expects the number of "meritorious" graduates to increase exponentially in 2005-06.²

In the regular cycle of accreditation, all of the University's 22 teacher preparation programs were reviewed and reaccredited during the 2002-2004 academic years by the Virginia Department of Education as well as by NCATE and its affiliated accrediting agencies. Each adheres to the Conceptual Framework collectively developed under the auspices of the University's Teacher Education Council. Therefore, the *It Takes a Campus* model curriculum/program reflects the University's Conceptual Framework, and is a culmination of all of these collaborative efforts to date. The only modification not yet integrated into the 2004 University Catalog is the addition of ESSE 400 (*Foundations, Legal and Ethical Aspects of General and Special Education*) to the IDS-

² Assessment data on five-year program completers is available in the University's NCATE report; the most recent data is maintained by the Office of Teacher Education Services:
<http://courses.lib.odu.edu/educ/aisrael/>

TP curriculum; however, this addition will be processed through University curriculum committees during the 2005-06 academic year for publication in the 2006 Catalog. It should also be noted that the IDS-TP program is currently the largest baccalaureate program at ODU, serving over 560 teacher candidates in good standing³ and nearly 1,000 prospective/pre-majors. Because more than half of the IDS-TP program graduates are transfer students, mostly from Virginia Community Colleges (VCCS), the IDS-TP curriculum worksheet includes both ODU course numbers and course numbers articulated with the VCCS system. Finally, the proven success of the IDS-TP curriculum model is supported not only by its national and state accreditation, but also by its program completers' outstanding PRAXIS II scores, noted above, and their professional successes throughout the Commonwealth and neighboring states.

Built-in Flexibility:

This curriculum model includes ESSE 400 so that graduates can be eligible for conditional licensure in Special Education; they are also eligible to opt for the M.S. programs with licensure in either Special Education (K-12) or Early Childhood Education (Pk-3) if they wish. **Option 1**, therefore, is the choice of one of these three-fifth-year graduate degrees with licensure. **Option 2** provides additional content-area coursework so that the teacher candidate can pursue the fifth-year M.S. in Middle School (6-8) instead of one of the three graduate degree choices above. **Option 3** provides an Algebra

³ As the curriculum worksheet and other supporting documents show, this degree program requires a minimum 2.80 GPA on a 4.0 scale, and no grade below "C" in ANY course for major declaration, continuance, and graduation; in addition, all ODU students pursuing teacher preparation degrees must submit passing PRAXIS I scores (minimum 532) to the Office of Teacher Education Services by the completion of their 60th credit hour or their second semester as transfer students. Only students who meet both of these requirements are declared majors in good standing.

Add-on endorsement to this middle school licensure plan. More information on each option follows:

Option 1: Fifth-year M.S. in Early Childhood (PK-3), Elementary (Pk-6), or Special Education (K-12) – each degree is 30 credit hours for graduates of the B.S. IDS-TP program. The total credit hour package for Option 1 is 151-157. www.odu.edu/educ

Highlights of the Fifth-Year Master's Degrees:

- Teacher candidates can complete the M.S. Early Childhood Ed. or the M.S. Elementary Ed. in one three-semester year; this requires full-time attendance and willingness to study during the summer semester.
- All candidates complete an Advanced Practicum 150 hours;
- All candidates complete a capstone clinical/field experience, Internship/Student Teaching with a minimum of 330 contact hours with pupils in a public school, during which supervising teacher and ODU faculty evaluate the candidate's performance as well as her professional attributes.

Option 2: Middle school licensure through the fifth-year M.S. in Middle School (6-8) Education –

English concentration: Three (3) additional credit hours of English coursework (ENGL 455 *Teaching of Composition* recommended) to meet content requirements;

Mathematics Concentration: Nine (9) additional credit hours of mathematics and statistics coursework to be selected in consultation with the Office of Teacher Education to meet content requirements;

Science Concentration: Five to eight (5-8) additional credit hours of natural sciences coursework to be selected in consultation with the Office of Teacher Education to meet content requirements;

Social Studies Concentration: Three (3) hours of international affairs coursework required to meet the content requirement to be selected in consultation with the Office of Teacher Education: www.odu.edu/educ

Option 3: Middle School Licensure in Mathematics with Algebra Add-on –
This option requires fulfilling the licensure requirements for the 6-8 Middle School Education with a Mathematics Concentration (above) and earning 3 additional credit hours of mathematics to be selected in consultation with the Office of Teacher Education.

TQE Summit: *It Takes a Campus*

The TQE Summit scheduled for September 22-23, 2005, will provide a forum for faculty and administrators across the Commonwealth to discuss the development and support of interdisciplinary elementary curricula across the state and nation. The enthusiasm of our faculty and success of our graduates bolster our hope that others may gain from our model.

Works Cited

For the Commonwealth of Virginia Standards of Learning:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

For the Commonwealth of Virginia Teacher Licensure Information:

<http://teachvirginia.org/licensure.cfm>

For the Interdisciplinary Studies – Teacher Preparation Program:

<http://www.odu.edu/al/ids/>

For the National Council of Accreditation of Teacher Education standards information:

<http://www.ncate.org/>

For the No Child Left Behind Act of 2001:

<http://www.ed.gov/nclb/landing.jhtml?src=pb>

**Old Dominion University Interdisciplinary Elementary School
Teacher Preparation Model**

It Takes A Campus:

*Bachelor of Science
Interdisciplinary Studies – Teacher Preparation
with
5th-Year Masters of Science degrees in:*

*Elementary Education (M.S.Ed. - PK-6 with optional Special Education Minor),
Early Childhood Education (M.S.E.C.Ed. – PK-3 with Special Education Minor), or
Special Education (M.S.Sp.Ed. – K-12 with various emphases)
Offered Collaboratively by Old Dominion University's*

*College of Arts and Letters,
College of Sciences, and
Darden College of Education*

Acknowledgements

This interdisciplinary curriculum model designed to prepare highly qualified⁴ elementary (PK-6), early childhood (Pk-3), and special education (K-12) teachers is a collaborative effort owing its strengths to the ongoing work of faculty from the Departments of: Art, Music, English, History, and Political Science and Geography, in the College of Arts and Letters; Mathematics and Statistics, Ocean, Earth, and Atmospheric Sciences, Chemistry, and Physics in the College of Sciences; and Early Childhood, Speech-Language Pathology and Special Education, Exercise Science, Sport, Physical Education and Recreation, and Education Curriculum and Instruction in the Darden College of Education. This content-rich, five-year, model elementary teacher licensure program owes special thanks to these key individuals whose contributions have been instrumental:

Chandra de Silva, *Dean, College of Arts and Letters*

William H. Graves, *Dean, Darden College of Education*

Terri Mathews, *Assistant Dean, College of Sciences – Primary Investigator for the “It Takes a Campus” Model Curriculum Project*

Leigh L. Butler, *Director, Teacher Education Services, Darden College of Education*

Renée Olander, *Director, Interdisciplinary Studies Teacher Preparation Program, College of Arts and Letters; Interim Acting Director of the Virginia Beach Higher Education Center*

Don Zeigler, *Professor of Geography, Dept. of Political Science and Geography*

Suzanne Doviak, *Senior Lecturer, Dept. of Mathematics and Statistics*

Natalie Hutchinson, *Senior Lecturer, Dept. of Mathematics and Statistics*

Rich Nickel, *Associate Professor of Art, Art Dept.*

John Toomey, *Professor of Music, Music Dept.*

Jane Hager, *Chair, Department of Educational Curriculum and Instruction*

Joyce Neff, *Chair, English Department*

Peter Stewart, *Professor Emeritus of History, History Department*

J. Mark Dorrepaal, *Chair, Department of Mathematics and Statistics*

Alfredo Urzua, *Assistant Professor of English, English Department*

Rich Whittecar, *Associate Professor, Ocean, Earth and Atmospheric Sciences Dept.*

John McConaughy, *Associate Professor., Ocean, Earth and Atmospheric Sciences Dept.*

Larry Weinstein, *Professor of Physics, Physics Dept.*

Linda Gagen, *Associate Professor, Exercise Science and Physical Education Dept.*

Sandra Bowie, *Senior Lecturer, Exercise Science and Physical Education Dept.*

Katharine Kersey, *Chair, Early Childhood, Speech Pathology and Special Ed. Dept.*

Cheryl Baker, *Graduate Program Director, Early Childhood, Speech-language, and Special Education*

Tammy Nielsen, *Academic Advisor, Interdisciplinary Studies – Teacher Preparation*

Armindia Israel, *Advisor Prek-6, Teacher Education Services*

Dean Cristol, *Graduate Program Advisor Prek-6, Department of Education Curriculum and Instruction*

⁴ “Highly qualified” is a teacher designation under the federal No Child Left Behind (NCLB) Act of 2001; this model curriculum also meets or exceeds all Virginia Department of Education (VDOE) guidelines and National Council of Accreditation of Teacher Education (NCATE) standards. Please see the “Works Cited” for internet links to these guidelines and standards.

Preface

What is “It Takes a Campus”? In fall 2004, the Virginia Department of Education (VDOE) awarded Old Dominion University a Governor’s Teacher Quality Enhancement (TQE) Grant to serve as the lead institution for the model curriculum providing elementary teacher preparation in the Commonwealth. Based on the success of its five-year, elementary (PK-6), early childhood (PK-3), and special education (K-12) teacher licensure programs (Bachelor of Science, Interdisciplinary Studies – Teacher Preparation Concentration, or IDS-TP + Master of Science in education), offered since 2000 through the collaboration of the College of Arts and Letters, the College of Sciences, and the Darden College of Education, “*It Takes a Campus*” is the name of this TQE Grant project and curriculum model. *It Takes a Campus* because no single department within a college or university can effectively prepare highly qualified teachers alone. It takes the efforts of faculty and administrators across disciplinary territory, and friendly collaboration in the preparation of professional educators is the essence of this model.

While the *It Takes a Campus* grant was launched in 2004, our curriculum and program model is the culmination of years of fine-tuning by ODU faculty and administrators. This content-rich, interdisciplinary, elementary teacher preparation program is rigorous, yet flexible. Course selections reflect, meet, and exceed the VDOE teacher licensure guidelines and Standards of Learning (SOLs), the NCATE accreditation standards, the No Child Left Behind (NCLB) Act of 2001, and Old Dominion University’s unique mission as a state institution in an urban environment committed to

valuing diversity and reaching out through our distance learning networks, in addition to pursuing knowledge, research, and high quality teaching.

What follows is a brief background for, and outline of, the *It Takes a Campus* model curriculum and its successes, the role of discipline-based faculty teaching courses in an interdisciplinary program, state and national standards and accreditation issues, and our “learned through trial and error” practices and recommendations for developing and/or strengthening administrative, governance, and support services for interdisciplinary elementary teacher preparation curricula/programs based on this model.⁵

Background

In 1990-91, in response to an array of research that supported changing the ways in which elementary teachers are prepared, the Commonwealth of Virginia developed new guidelines that mandated content-centered baccalaureate degrees for prospective elementary teachers. At that time, Old Dominion University reorganized its elementary (PK-6), and early childhood (PK-3) teacher preparation programs so that all teacher candidates would earn *both* a Bachelor of Science, Interdisciplinary Studies – Teacher Preparation Concentration, *and* a fifth-year graduate degree in either Elementary Education or Early Childhood Education to complete all requirements for teaching licensure in the Commonwealth. This effectively moved the elementary teacher preparation program at the undergraduate level from the Darden College of Education to the College of Arts and Letters, which, along with the College of Sciences, provides the majority of the content-area courses – the “core” subjects of mathematics, the natural sciences, and the arts and humanities – in the curriculum. The Interdisciplinary Studies

⁵ Further discussion and support for developing and supporting interdisciplinary elementary teacher preparation curricula/programs will be the focus of the VDOE TQE Summit scheduled for September 22-23, 2005 at the Constant Convocation Center, Norfolk, Va. Website:

Department director collaborates with academic departments spread across three colleges within the university, meeting routinely with individual faculty, department chairs, and groups of faculty, as well as with the representatives of the other 21 teacher preparation programs through the University's Teacher Education Council governance body, to ensure that:

- (a) courses in the curriculum reflect program standards, including state licensure guidelines, SOLs, and NCATE accreditation guidelines, and the mandates of NCLB;
- (b) faculty understand and feel invested in the elementary teacher candidate population as they simultaneously teach courses for students pursuing other degrees and professions;
- (c) departments offer sufficient courses and seats to accommodate the very large population of IDS-TP majors, who in fact generate enough FTEs and tuition revenue to support dozens of faculty positions across the campus; and
- (d) faculty concerns are heard and faculty feel supported as they contribute to the multidisciplinary preparation of future teachers.

Thus, for over a decade, *Old Dominion University has not offered a bachelor's degree in "elementary education" – rather, we offer a content-driven "Interdisciplinary Studies – Teacher Preparation" degree* that leads to completion of all licensure requirements in the fifth-year graduate degrees in the Darden College of Education. The completers of this five-year, interdisciplinary, bachelor's degree plus master's degree program earn post-graduate professional teaching licensure in the Commonwealth of Virginia and are in high demand by school divisions both within Virginia and in

surrounding states. In addition, their mean score on the PRAXIS II Test #0014 (Elementary Education Content Knowledge) is a 173, exceeding the state minimum passing score of 143 by 30 points; in the last academic year, four (4) of the 111 teacher candidates who earned *perfect* scores on this PRAXIS II exam were graduates of the five-year program. Finally, two five-year program completers were designated “meritorious teacher candidates” by the VDOE in 2003-04, and two more received this laudable designation in 2004-05, and the University expects the number of “meritorious teacher candidate” graduates to increase in the coming years.⁶

In May 2003, the VDOE convened a Teacher Preparation Task Force to identify strategies to ensure that teachers are adequately prepared both in content and teaching strategies for the grade levels at which they will teach. The Task Force supported interdisciplinary curriculum models for elementary teachers that would enhance their preparation in the core content areas of mathematics, natural sciences, English, and history and social sciences. The Task Force wanted the curriculum to be based on VDOE SOLs, to prepare teacher candidates to pass the PRAXIS II: Elementary Education Content Knowledge Test #0014, and also to reflect effective methods for teaching reading to diverse learners. These concerns and the new requirement that elementary teacher candidates pass the Virginia Reading Assessment (VRA) align with federal NCLB regulations.

In the mean time, the Interdisciplinary Studies – Teacher Preparation program and the fifth-year graduate programs through which teacher candidates complete licensure

⁶ Assessment data on five-year program completers is available in the University’s NCATE report; the most recent data is maintained by the Office of Teacher Education Services:
<http://courses.lib.odu.edu/educ/aisrael/>

had undergone revisions each time the Old Dominion University Catalog was updated. For instance, Sue Doviak led the Mathematics and Statistics Dept. in revisions to the mathematics coursework to better reflect the SOLs and VDOE guidelines for the 2002 Catalog, so that Math 335 (*Number Systems and Applications*) was amplified and now replaces Math 300 in the curriculum. Dr. Larry Weinstein, a Professor of Physics Science and Fellow of the American Physical Society, made changes in his PHYS 101-102 course, placing an emphasis on teaching and learning strategies, after finding that his classes were populated with large numbers of teacher candidates who needed to accommodate the PK-6 SOLs in physical science. In response to new NCATE reaccreditation guidelines, the IDS-TP director worked with Professors Linda Gagen and Sandra Bowie in the Dept. of Exercise Science, Physical Education & Recreation to develop and launch the PE 327 (*Teaching of Physical Education K-8*) course as a 2004 program addition. The 2004 Catalog also saw the addition of an upper-division fine and performing arts requirement to amplify the fine and performing arts dimensions of the program. Among the three studio arts and music courses from which teacher candidates may choose to fulfill this requirement is Professor John Toomey's MUSC 460 (*The History of Jazz*), which hits a number of SOLs across subject areas; Dr. Toomey innovatively teaches this course through the Teletechnet distance network so that students across the state and country can take it. Faculty in disciplines diverse as English linguistics, music, geometry, studio arts, geography, and political science teach their 300- and 400-level courses with a consciousness that their audience is a heterogeneous mix of students who might be "their own" – that is, they may be pursuing majors in the course's specific discipline – but they may also be interdisciplinary elementary teacher candidates

or secondary teacher candidates. Therefore faculty teach these upper-division courses with the awareness that their students may be variously prepared for, and have various reasons for taking, them. Although neither SOLs, nor VDOE and NCATE guidelines, *drive* the content-area courses or the faculty who teach them, the faculty have accommodated these standards and guidelines seamlessly into their courses.

The professional education coursework begun in to the baccalaureate degree and completed in the fifth-year graduate degrees builds on the content-area knowledge and skills to foster teaching applications for diverse learners. The education end of the curriculum also experienced changes over time, most recently, in anticipation of the implementation of the VRA, the ECI and ESSE faculty in the Darden College of Education revised courses, replacing ECI 361 (*Developmental Teaching of Reading*) with the revamped ESSE 468 (*Language Acquisition and Reading for Students with Diverse Needs*) in the undergraduate curriculum. In addition, a graduate-level course required in each of the three fifth-year master's degrees from which teacher candidates may choose, ESSE 680 (*Reading to Learn Across the Curriculum*) was revised for the 2004 Catalog. These changes, and the systematization of teaching portfolios, were made to strengthen the program's alignment with NCLB.

In the regular cycle of accreditation, all of the University's 22 teacher preparation programs were reviewed and reaccredited during the 2002-2004 academic years by the Virginia Department of Education as well as by NCATE and its affiliated accrediting agencies. Each adheres to the Conceptual Framework collectively developed under the auspices of the University's Teacher Education Council. Therefore, the *It Takes a Campus* model curriculum/program reflects the University's Conceptual Framework, and

is a culmination of all of these collaborative efforts to date. The only modification not yet integrated into the 2004 University Catalog is the addition of ESSE 400 (*Foundations, Legal and Ethical Aspects of General and Special Education*) to the IDS-TP curriculum; however, this addition will be processed through University curriculum committees during the 2005-06 academic year for publication in the 2006 Catalog. It should also be noted that the IDS-TP program is currently the largest baccalaureate program at ODU, serving over 560 teacher candidates in good standing⁷ and nearly 1,000 prospective/pre-majors. Because more than half of the IDS-TP program graduates are transfer students, mostly from Virginia Community Colleges (VCCS), the IDS-TP curriculum worksheet includes both ODU course numbers and course numbers articulated with the VCCS system. Finally, the proven success of the IDS-TP curriculum model is supported not only by its national and state accreditation, but also by its program completers' outstanding PRAXIS II scores, noted above, and their professional successes throughout the Commonwealth and neighboring states.

The “Educator as Professional” Conceptual Framework: Regardless of the academic department in which any teacher preparation program is housed at ODU, the Darden College of Education, the College of Arts and Letters, and the College of Sciences together accept the responsibility of preparing highly qualified professionals for the schools. These professionals are characterized both by their responsibility for making decisions in the context of the world of practice and by their increasing ability to make

⁷ As the curriculum worksheet and other supporting documents show, this degree program requires a minimum 2.80 GPA on a 4.0 scale, and no grade below “C” in ANY course for major declaration, continuance, and graduation; in addition, all ODU students pursuing teacher preparation degrees must submit passing PRAXIS I scores (minimum 532) to the Office of Teacher Education Services by the completion of their 60th credit hour or their second semester as transfer students. Only students who meet both of these requirements are declared majors in good standing.

wise and informed decisions based on sound knowledge, guided by experience and scientifically-based research. Thus the *Educator as Professional* model below identifies each essential phase of the teacher preparation experience. Further, due to the close collaboration between ODU and the VCCS system, students may well complete most or all of the “General Education” and “Early Field Experience” phases prior to matriculation at the University. Regardless of where students complete any phase of the program, a range of assessments are in place to ensure quality, so that students master content areas, gain discipline-specific skills, and experience challenging and rewarding practica/internships in their efforts to earn the “highly qualified” designation:



This general framework is fleshed-out for prospective elementary teachers in student-friendly documents, including a curriculum worksheet, a program checklist, a professional attributes scale, and advising and program evaluation forms.

The Model Curriculum

The curriculum worksheet is given to each student who wishes to pursue the *It Takes a Campus*, IDS-TP degree. All students are expected to maintain it as an actual checklist, filling in the blanks as they proceed through the course requirements:

Bachelor of Science Degree in Interdisciplinary Studies-Teacher Prep. Concentration PK-6 Elementary Education Emphasis – 2004-06 Catalog

VISIT OUR WEBSITE OFTEN: <http://www.odu.edu/al/ids/>

Name: _____ ODU ID: _____

NOTICE: Please read the student responsibility for catalog information stated on page II in ODU catalog.

A minimum cumulative 2.8 is required for admission, continuance, and graduation;

A minimum grade of C must be earned in all courses listed below.

<u>General Education Courses</u>	<u>Credit Hours</u>	<u>VSCC EQUIV.</u>
*English 110C or 126C (C or better required)	3 _____	<u>ENG 111</u>
*English, History, or Philosophy 111C or 127C (C or better req.)	3 _____	<u>ENG 112 OR 210</u>
English 112L, 144L, 127L or FLET 100L	3 _____	<u>ENG 241,242,246</u>
Foreign Language	0-6 _____	Met w/ A.S.Degree
(See Catalog p. 56)		
*Communication 101R, 103R, 112R or 126R	3 _____	<u>SPD 101,105,110</u>
Computer Science Req. – met by ECI 304 (For minimum expectations go to: www.odu.edu/educ/idt/304_530)	0 _____	<u>NOT NEEDED</u>
*Fine-Performing Arts: ARTH 121A, ARTS 122A, MUSC 264A, DANC 185A, or THEA 241A	3 _____	
*History 104H (United States)	3 _____	<u>HIS 121 OR 122</u>
*History 102H, 105H, 101H, or 103H	3 _____	<u>HIS 221 OR 222</u>

*Economics 200S, 201S, or 202S	3	<u>ECO 120</u>
*Geography 101S or 100S	3	<u>GEO</u> <u>200,205,210</u>
Philosophy 110P, 120P or 150P or GEN 101	3	Met w/ A.S.Degree
*Math 102M or 162M	3	<u>MTH 158 OR 160</u>
Biology 108N-109N or 115N-116N	8	<u>/ BIO 101 & 102</u>
*Departmental Requirements for all IDS Majors – not necessarily met by Associates’ Degree.		

Total General Education Credit Hours: 41-47

Major Content Requirements

NOTICE: Students must maintain a GPA of 2.8 in all upper-level course work and earn a grade no less than C in any course in the major content area, including professional education courses.

English 327W Advanced Composition	3	
English 350, 370, 444, or 477	3	
English 336, 463, 465 or 405W	3	
History 356 Virginia History	3	
History 345, 346, 348, 350, 351 or 361	3	
History 355, 362 or 363	3	
Political Science 101S or 102S	3	<u>PLS 130,135,211</u>
Political Science 331S or 311S	3	
GEOG 350, 250, 310, 412, 451, 455, 458 or POLS 414 (The Politics of Education)	3	
Math 335 Number Systems and Applications	3	
Math 302 Geometry	3	
Statistics 130M or 306	3	<u>MTH 157 OR 240</u>

GEOL 210 Environmental Earth Science or			<u>GOL 110 ONLY</u>
OCEN 402 Field Experiences in Oceanography for Teachers	3-4		
PHYS 101N or 111N or CHEM 101N or 115N	4	<u> </u>	<u>PHY 111 OR 201</u> <u>CHM101,111,</u> <u>121 OR 113</u>
Health & Wellness: PE 327 or HE 230 AND	3	<u> </u>	<u>HLT 110</u>
1 hr PE elective course	1	<u> </u>	<u>PE ELE</u>
MUSC 308 or ARTS 305 – Music or Art Methods for Elementary Teachers, or an approved fine & performing arts course	3	<u> </u>	

Total Major Content Credit Hours: 50-51

Professional Education

ECI 301 Social and Cultural Foundation of Education	3		<u>EDU 200</u>
ECI 304 Educational Applications of Computers	3	<u> </u>	
ESSE 468 Language Acquisition	3	<u> </u>	
ESSE 413 Fundamentals of Human Growth and Development	3	<u> </u>	<u>PSY231,232,2</u> <u>35</u>
ESSE 400 Foundations/Legal/Ethical Aspects in General and Special Education	3	<u> </u>	
ECI 432 Developing Instructional Strategies PK6: Language Arts	3	<u> </u>	
ECI 433 Developing Instructional Strategies PK6: Mathematics	3	<u> </u>	
ECI 434 Developing Instructional Strategies PK6: Science	3	<u> </u>	
ECI 435 Developing Instructional Strategies PK6: Social Studies	3	<u> </u>	
ECI 436* Practicum	2	<u> </u>	

Total Professional Education Credit Hours: 26

<u>TOTAL DEGREE CREDITS: 118-124 CREDIT HOURS</u>
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****All students MUST earn a minimum of 120 credit hours for the Baccalaureate Degree.**

*Passage of the *Praxis I*, admission to Teacher Education, and earned credit for ECI 301, ECI 304 and at least 2 of the following: ECI 432, 433, 434, or 435 are prerequisites for entrance into ECI 436.

GO TO TES WEBSITE FOR MORE INFO: <http://www.lions.odu.edu/~aisrael/>

Writing Exit Exam and Senior Assessment are requirements for graduation.

You must apply for graduation through your academic department.

Passing scores of Graduate Record Exam and Praxis I, and 2.80 cumulative and major GPA are required for entrance into the graduate program.

While this checklist clearly dictates the courses from which prospective and declared teacher candidates may choose as they pursue the IDS-TP degree, the interdisciplinarity of the program, and the necessity of achieving minimum GPA and test-score standards for continuance, make careful, continuous academic advising essential for every student every semester. Students need help understanding relationships between disciplines, logical course order, the necessity of meeting prerequisites, and the relationships between state and national accreditation guidelines, their academic courses, the multiple national and state assessments to which they are subject, the nature of the five-year program's three clinical/field placements, and the relationship between the undergraduate and graduate degree programs. Professional advisors in the IDS-TP program and in the Office of Teacher Education Services provide this comprehensive academic support as follows:

- When a prospective student declares the IDS-TP major, the candidate is given a curriculum worksheet, a "Declaration of Major" agreement, a self-reporting "Professional Attributes Scale," and a "Program Checklist." The candidate reviews and initials the "Declaration of Major" agreement and, if the candidate meets all the requirements, is coded in the University system as a major. The candidate completes the "Professional Attribute Scale," reviews it with the advisor, and these two documents are kept in the candidate's advising file. The "Program Checklist," like the curriculum worksheet, is a work-in-progress, like the teacher candidate's own degree, and the advisor asks the student to maintain and to bring this documentation to each subsequent advising session;
- The IDS-TP program documents articulate the necessity of admission to Teacher Education at the University to become eligible for practica and internship

clinical/field placement experiences, and to progress through the bachelor's degree and into the fifth-year master's with licensure. The Office of Teacher Education Services processes applications for admission to Teacher Education, certifying that students have met minimum GPA, course grade, and PRAXIS I scores, and also administers all clinical field placements, in accordance with the requirements established for each, including appropriate PRAXIS II and VRA scores. Advisors in the Office of Teacher Education Services advise students on this application process, through clinical placements, and to licensure. In addition, they provide initial advising for applying to the fifth-year M.S. in Elementary Education (PK-6). All fifth-year teacher candidates also receive advising from their respective graduate program directors.

The Major Declaration:

Old Dominion University
DECLARATION OF MAJOR
COLLEGE OF ARTS AND LETTERS
INTERDISCIPLINARY STUDIES: TEACHER PREPARATION
Bachelor of Science

Dear Teacher Candidate,

Thank you for choosing the Interdisciplinary Studies - Teacher Preparation program. Please read the following information carefully; you will have the opportunity to review it with your advisor. Once you understand each statement, initial the box beside it. You and your advisor will sign and date this form. A copy will be kept in your academic file and you will keep a copy for your records.

- ☐ **I understand that I am enrolling in the undergraduate portion of a program in which teacher licensure is achieved with the completion of the 5th-year M.S. Ed.** The Bachelor of Science degree includes all the subject content and most of the instructional strategies requirements for licensure in the Commonwealth of Virginia and most of the United States.
- ☐ **I understand that teaching licensure is not earned with the completion of the bachelor's degree.** The 5th-year M.S. Ed. includes required student teaching and additional methods courses to complete Elementary (PreK-6), Early Childhood (PreK-3), and/or Special Education (K-12) teacher licensure. Teacher Candidates are advised in the Darden College of Education for the graduate programs.

- ❑ **I understand that I am responsible for all the information and requirements outlined in my Old Dominion University catalog. My catalog year is _____.**
- ❑ **I understand that I am responsible for all the information and requirements outlined in my Old Dominion University Guide to Enrollment.** This guide is updated and published each term and is also available online.
- ❑ **I understand the minimum GPA required for my catalog year for declaration, continuance and graduation. 2002 catalog=2.75, 2004 catalog=2.80.** Teacher Candidates who have GPA's below the minimum requirement for two or more consecutive semesters will be assigned probationary status AND HAVE THEIR MAJORS UN-DECLARED; such students may re-declare when they achieve the requisite GPA. Teacher Candidates who have their overall GPA fall below 2.0 will be subject to University suspension.
- ❑ **I understand that I must achieve the minimum grade required for my catalog year in all courses required for state licensure. 2004 Catalog: If I earn any grade below C, I MUST RETAKE THE COURSE.**
- ❑ **I understand I must pass PRAXIS I for this degree, as a prerequisite to the capstone practicum course (ECI 436 or ESSE 369).** Beginning Fall 2004, any teacher candidate with 60+ credit hours (or transfer candidate past the candidates second semester in the program) who has not passed PRAXIS I will be undeclared.
- ❑ **I understand that acceptance into the Darden College of Education's Teacher Education Program is required for this degree.** Teacher Candidates are responsible to apply for and be admitted to this program according to all current requirements designated by the office of Teacher Education Services, ED 152.
- ❑ **I understand that I must meet with my advisor every semester.** Thorough academic advising cannot be done via phone or e-mail. Teacher candidates should make appointments early each semester to ensure removal of the advising block before pre-registration. Appointments last approximately 30 minutes and require a 24-hour cancellation notice. Teacher Candidates who do not provide proper cancellation or who show up more than 10-minutes late for their appointments risk not being re-scheduled until after pre-registration.
- ❑ **I understand that an advising survey must be completed and turned in after every advising session, and that this is an anonymous evaluation of advising.**
- ❑ **I understand that activating and regularly checking my ODU e-mail account are required in this program.** Important program information is regularly distributed via email.
- ❑ **I understand that Old Dominion University will not award my degree until I meet all general education requirements and major department requirements.** Additional requirements include: Passing scores on the Writing Proficiency Exit Exam, completion of the University's Senior Assessment, and completion of the Interdisciplinary Studies Department's Senior Exit Survey.

By signing below, I am acknowledging that I understand all of the above and I agree to the conditions outlined for this degree.

Teacher Candidate signature _____ Date _____

Advisor signature _____ Date _____

Continuance:

While the program's minimum admittance and continuance standards are rigorous, all advisors and faculty encourage teacher candidates in good standing to aim for higher academic achievement, to participate a number of service opportunities on campus and in the schools, and to aim for the "Meritorious" teacher designation. At the same time, students whose GPAs fall below 2.8, and those who earn grades below C in any course, are given immediate warnings and academic counseling. Students who fall below program requirements for more than two consecutive semesters are "undeclared" and advised to consider other academic and professional goals.

Professional Attributes Scale:

As an introduction to the professional attributes expected of in-service teachers, newly declared majors are introduced to a brief, self-reporting assessment of their professional attributes; candidates routinely review this with program advisors during advising sessions as they progress through the program. This instrument is also part of the candidate's application process to Teacher Education when s/he proceeds toward the capstone practicum (clinical/field experience); in this stage, as prerequisite to the practicum, the candidate identifies a member of the faculty with whom s/he completes a second Professional Attributes Scale. The candidate will encounter an expanded instrument in the fifth-year master's as part of the evaluation of student teaching/internship.

Professional Attribute Scale

This scale has been designed to assist the pre-service teacher in becoming acquainted with *the recognized teacher behaviors that are considered vital attributes for a professional*. As part of the professional growth and development of a pre-service teacher, you will reflectively assess yourself relative to the following attributes as they are displayed within the context of your academic performance in the Interdisciplinary Studies - Teacher Preparation Program. Your program advisors will provide feedback regarding your growth and development from the professionals= perspective as you progress through the program. **A more extensive Professional Attribute Scale will be required in your Student Teaching Application when you are enrolled in the 5th year master=s or licensure-only programs.** Check the blank next to the description that best applies:

1. Attendance

- ☐ Frequently absent
- ☐ Rarely absent
- ☐ Exemplary attendance

2. Punctuality

- ☐ Frequently late
- ☐ Generally punctual
- ☐ Always on time

3. Oral Expression

- ☐ Makes frequent usage/grammatical errors
- ☐ Inarticulate
- ☐ Articulate & expressive/animated

4. Written Expression

- ☐ Written works demonstrate frequent misspellings and/or grammatical errors
- ☐ Writing is often unclear and disorganized
- ☐ Organizes and clearly expresses ideas
- ☐ Frequently and effectively communicates with instructors, administrators, and/or parents

5. Tact, judgment

- ☐ Thoughtless: insensitive to others= feelings and opinions
- ☐ Limited sensitivity and diplomacy
- ☐ Perceives what to do or say in order to maintain good relations with others and responds accordingly
- ☐ Highly sensitive to others= feelings and opinions: diplomatic

6. Reliability/Dependability

- ☐ Sometimes fails to complete assigned tasks and duties
- ☐ Sometimes needs to be reminded to attend to assigned tasks and duties
- ☐ Responsible: attends to assigned tasks/duties
- ☐ Self-starter: perceives needs and attends to them immediately

7. Self-Initiative/Independence

- ☐ Passive: Depends on others for directions, ideas and guidance
- ☐ Has good ideas, works effectively with limited supervision
- ☐ Creative and resourceful: independently implements plans

8. Collegiality

- ☐ Prefers to work in isolation
- ☐ Reluctant to share ideas and materials B prefers being part of a team
- ☐ Willingly shares ideas and materials

9. Interaction with Peers

- ☐ Is sometimes antagonistic towards peers
- ☐ Shy: hesitant to work with peers
- ☐ Relates easily and positively with peers
- ☐ Outgoing: actively seeks opportunities to work with peers

10. Response to Feedback

- ☐ Defensive
- ☐ Receptive - BUT doesn't implement suggestions
- ☐ Receptive - AND adjusts performance accordingly
- ☐ Solicits suggestions and feedback from others

Signed: _____

Pre-service teacher=s signature/student signature

date

Signed: _____

Program advisor=s/instructor=s signature

date

The full “Program Checklist,” which accompanies the curriculum worksheet, is available on the IDS-TP program website under the “Advising” link:

<http://www.odu.edu/al/ids/advising.html>

Clinical Experiences:

While the first clinical experience is 30-hours of “observation” is conducted during the candidate’s educational foundations course (ECI 301), which may be taken either at ODU or a VCCS institution, the second is the capstone “practicum” course of the undergraduate curriculum (ECI 436 or ESSE 369), in which the teacher candidate develops, delivers, and assesses a minimum of five lesson plans over the course of a minimum 70-hour experience. Admission to Teacher Education within the University is a prerequisite for the capstone practicum, and so all teacher candidates are being dually advised – in the colleges of Arts and Letters and Education – by the time they reach this capstone stage of the baccalaureate degree. The final clinical/field experience is the 330-hour Internship/Student Teaching, which serves as the final semester of the fifth-year master’s programs (M.S. Ed. – PK-6; M.S. E.C.E. – PK-3; or M.S. Sp. Ed. – K-12).

Portfolios:

All teacher candidates create teaching portfolios to demonstrate their own professional competence and best practices; they begin to collect items for their portfolios in both their content-area and professional education courses, and they continue to build the portfolios through the completion of the fifth-year graduate degrees. These portfolios are also a piece of the assessment and accreditation efforts for the five-year licensure program.

Student Virginia Education Association (SVEA):

The campus chapter of the Student Virginia Education Association is the largest and most active in the state; while comprised of both graduate and undergraduate teacher candidates from across the University, IDS-TP majors are a large percentage of SVEA members, and this organization provides them a wide range of leadership and volunteer opportunities and also promotes student morale. The ODU SVEA participates in the America Reads program and also works closely with Newsome Park Elementary School in Newport News, Va.

Distance Learning:

The entire five-year PK6 program is offered via Teletechnet, the University's distance learning network, and currently reaches over 700 declared and prospective teacher candidates across the Commonwealth and in the state of Washington. All of the observation, practicum and teacher internship placements are made at the candidates location to accommodate the candidates need and the school districts' need. The goal of distant learning is to reach the candidates but to also address difficult to staff school districts.

Governance:

All 22 of ODU's teacher preparation programs provide representatives to the University's Council of Teacher Education, the governance body that meets monthly during the academic year to review a wide range of teacher preparation program concerns, from PRAXIS I and II scores to NCATE reaccreditation guidelines, from Meritorious Teacher requirements to the implementation of a Professional Attributes Scale as a requirement for admission to Teacher Education. This large and lively body of

diverse faculty and administrators reviews all curriculum and policy changes made to teacher preparation programs. The Dean of the Darden College of Education is the Chair of this Council.

Built-in Flexibility:

This curriculum model includes ESSE 400 so that graduates can be eligible for conditional licensure in Special Education; they are also eligible to opt for the M.S. programs with licensure in either Special Education (K-12) or Early Childhood Education (Pk-3) if they wish. **Option 1**, therefore, is the choice of one of these three-fifth-year graduate degrees with licensure. **Option 2** provides additional content-area coursework so that the teacher candidate can pursue the fifth-year M.S. in Middle School (6-8) instead of one of the three graduate degree choices above. **Option 3** provides an Algebra Add-on endorsement to this middle school licensure plan. More information on each option follows:

Option 1: Fifth-year M.S. in Early Childhood (PK-3), Elementary (Pk-6), or Special Education (K-12) – each degree is 30 credit hours for graduates of the B.S. IDS-TP program. The total credit hour package for Option 1 is 151-157. www.odu.edu/educ

Highlights of the Fifth-Year Master's Degrees:

- Teacher candidates can complete the M.S. Early Childhood Ed. or the M.S. Elementary Ed. in one three-semester year; this requires full-time attendance and willingness to study during the summer semester.
- All candidates complete an Advanced Practicum 150 hours;
- All candidates complete a capstone clinical/field experience, Internship/Student Teaching with a minimum of 330 contact hours with pupils in a public school,

during which supervising teacher and ODU faculty evaluate the candidate's performance as well as her professional attributes.

Option 2: Middle school licensure through the fifth-year M.S. in Middle School (6-8) Education –

English concentration: Three (3) additional credit hours of English coursework (ENGL 455 *Teaching of Composition* recommended) to meet content requirements;

Mathematics Concentration: Nine (9) additional credit hours of mathematics and statistics coursework to be selected in consultation with the Office of Teacher Education to meet content requirements;

Science Concentration: Five to eight (5-8) additional credit hours of natural sciences coursework to be selected in consultation with the Office of Teacher Education to meet content requirements;

Social Studies Concentration: Three (3) hours of international affairs coursework required to meet the content requirement to be selected in consultation with the Office of Teacher Education: www.odu.edu/educ

Option 3: Middle School Licensure in Mathematics with Algebra Add-on –
This option requires fulfilling the licensure requirements for the 6-8 Middle School Education with a Mathematics Concentration (above) and earning 3 additional credit hours of mathematics to be selected in consultation with the Office of Teacher Education.

TQE Summit: *It Takes a Campus*

The TQE Summit scheduled for September 22-23, 2005, will provide a forum for faculty and administrators across the Commonwealth to discuss the development and support of interdisciplinary elementary curricula across the state and nation. The enthusiasm of our faculty and success of our graduates bolster our hope that others may gain from our model.

Works Cited

For the Commonwealth of Virginia Standards of Learning:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

For the Commonwealth of Virginia Teacher Licensure Information:

<http://teachvirginia.org/licensure.cfm>

For the Interdisciplinary Studies – Teacher Preparation Program:

<http://www.odu.edu/al/ids/>

For the National Council of Accreditation of Teacher Education standards information:

<http://www.ncate.org/>

For the No Child Left Behind Act of 2001:

<http://www.ed.gov/nclb/landing.jhtml?src=pb>